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ABSTRACT

This handbook is designed to help teachers of French Canadian immersion students plan effective language learning experiences for their students in the transition year to English instruction. In the transition year, French immersion students are first introduced to formal instruction in English. This introduction presents a unique challenge for the teacher. When introducing formal English language instruction, the teacher must understand that language learning is language learning, regardless of language use. The students' ability to use language to think and reason through listening, speaking, reading, and writing in the French language, combined with the many skills they have acquired in the English language, provide a good foundation for English language learning instruction. The information provided in this handbook offers suggestions for the transition year, including teaching strategies, resources, tips on lesson planning and activities, and analyses of student writings. Appendices A and B offer lesson plans; Appendix C is a chart of potential French-English language interference problems. (KM)

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Language Learning In French Immersion Classrooms In The Transition Year

Information For Language Learning **Teachers**

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Language Learning

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Language Learning

Purpose of the Handbook

This handbook is designed to help teachers of French immersion students plan effective language learning experiences for their students in the transition year.

Rationale and Philosophy

In the transition year, French immersion students are first introduced to formal instruction in English. This introduction presents a unique challenge for the teacher.

In many school jurisdictions in Alberta, formal English language instruction usually begins in the third year of formal schooling. By this time most children have a good knowledge of the French language and how it works. They have used this knowledge in a variety of situations and for a variety of purposes.

When introducing formal English language instruction, the teacher must understand that language learning is language learning, regardless of the language used. The students' ability to use language to think and reason through listening, speaking, reading, and writing in the French language, combined with the many skills they have acquired in the English language, provide a good foundation for the English language learning instruction.

Flexibility is a great asset for the teacher in this situation. Children in the transition year are at a number of different points along the continuum of the language learning program. The teacher's challenge is to be prepared to teach the individual child by providing the necessary situations for continuing development in a safe and encouraging environment. **Full transition is a gradual process which takes place over time.**

The *Language Learning* component of the *Program of Studies: Elementary Schools* provides a particular perspective on children's language learning, and teachers need to be guided by the principles set out in the document as they plan for effective English language instruction. In addition, the specific learner expectations set out in the program of studies are designed to help teachers identify their students' levels of performance and to plan for instructional sequences that allow students to grow as language learners. This

document will provide teachers with the information they need to assess individual students' levels of performance and to plan experiences that will facilitate continued growth.

There is a general expectation in both French and English language learning programs (or curricula) that children will develop competence and confidence in their ability to use language to make sense of the world around them. Many aspects of both language programs are mutually supportive and readily transferable. In the transition year, teachers who know how to exploit these points of transfer and who understand children's language development are in a strong position to ensure that their students acquire the fundamental attitudes and skills needed in both languages.

Language Learning

The Uniqueness of the Transition Year

In introducing formal language learning instruction to French immersion students, the teacher faces a unique and interesting challenge. It is the teacher who creates the climate in the classroom. The students need to know that the teacher is confident and trusts that they will grow together. This confidence is built upon the teacher's understanding of what the students bring to the language learning situation and, subsequently, how instruction can be built upon these understandings.

Here's What We Know About Our Students – Here's What We Can Do

Here's what we know:	Here's what we can do:
Children bring a wealth of skills and understandings from their French language learning experiences, and their experiences using their native language.	Capitalize on these skills and understandings. Children must often be shown how they can transfer what they know from one language to another.
All students have considerable competence in speaking and listening.	Build on these strengths by providing opportunities for students to talk and interact. Experiences with literature are very important as they provide models crucial to students' literacy development.
Most students know how to read and write in French. Many students are also able to read and write in English.	Expect your students to be at various levels of competence in English. Let them know that this is normal and acceptable. Their progress is related directly to the level of confidence that they maintain.
Children are individuals and they display a range of capabilities.	After informal assessment to determine the level of student language learning, plan instructional experiences which will provide for individual student growth.

Here's what we know:	Here's what we can do:
Many students may lack confidence, or may be nervous or anxious about their first formal English learning experiences.	Formal testing is not appropriate during the introductory period. Informal observational evaluation is more appropriate and yields much more information.
Initially, some children experience learning difficulties.	These problems often disappear as the children adapt. Provide learning supports and frameworks for those who continue to have learning difficulties.
Students have been developing higher level thinking skills as they acquire second language competencies.	Challenge students. Select activities that require higher level thinking skills.
Some children will have made the transition to reading and writing in English long before the transition year.	Recognize what children can do and plan for the next steps in their language learning experiences.
Many children have developed independent learning skills.	Use these children as peer support in collaborative learning situations.

Language Learning Transfer

The students' French language learning experiences combined with experiences in their native language provide a foundation upon which the English teacher can build. While some grammatical, syntactical and phonological structures differ from one language to another, there are many commonalities. It is possible for students to recognize and readily **transfer** many understandings about language from French to English.

As a result of their formal and informal language learning experiences, students have developed certain ***attitudes*** and ***dispositions*** which allow them

to approach most language learning tasks with confidence - knowing that they have a reasonable certainty of success.

They have developed their own ***personal repertoire of language skills and strategies*** upon which future language learning can be built.

Implicitly they have a ***curiosity*** that encourages them to ***use language to explore*** new ideas and experiences. They know that language can be used to predict, project, speculate, hypothesize, imagine and question.

They have had experiences which allow them to learn to ***use language to make connections*** between what they know and what they are trying to learn, to analyze and synthesize, to monitor, to evaluate and to reflect upon their experiences.

They have had experiences which help them to ***develop control*** over the many aspects of ***written and oral communication***.

Their French language learning activities have ***focused on the processes*** of oral and written language, and how these work together to help them make sense of their learning experiences.

These broad concepts are all helpful reminders to teachers of the important language learning understandings that French immersion students have developed prior to any formal English language instruction. In addition, there are many specific elements of decoding and encoding written language that are readily transferable from French to English.

Language Learning Interferences

Because of their experiences with learning French, students will naturally apply what they know about the French language system when they are using English. This **overgeneralization of knowledge** is known as **interference**. These instances of interference are highly predictable and it is helpful for teachers to be aware of some of the more common ones. (See chart in the Appendix C, p. 49).

N.B.: Because the areas of interference are relatively few, most students, through active engagement in meaningful oral and written experiences over time, will be able to use the appropriate grammatical, syntactic and

phonological structures for the language being used. These "rules" and conventions need not be taught separately from students' oral and written language activities.

Similarly, it is **not necessary** :

- to formally teach students the English sound/symbol relationships **prior** to beginning the language learning program.
- to teach the elements of one language which transfer to the other **prior** to providing language learning experiences.
- to teach the elements of one language system that might be incorrectly transferred prior to providing language learning experiences.

It is helpful for teachers to be aware of the possibilities for transferences and interferences so they can build on student strengths and provide instruction to students as they explore, construct and communicate meaning in English.

Conclusion

French immersion students bring to their learning of the English language a broad base of knowledge and understandings developed over their entire lifetime. In addition, as a direct result of their language learning experiences, they have developed a functional set of understandings about language and how it works. The conclusion is obvious. **These are not beginning students and teachers planning for formal instruction in English must take this into account.**

The language learning continuum depicted in the specific learner expectations of the *Language Learning* component of the *Program of Studies: Elementary Schools* will be of great benefit to teachers as they plan instruction for their students. Individual levels of competence can be assessed through informal observation and subsequently described using the specific learner expectations. The continuum then provides "next steps" by indicating the stages of language development that follow. Teachers using a systematic assessment and planning model based on the specific learner expectations can design instructional sequences that respond directly to the language learning needs of the students.

French and English Language Learning: Working Together

Both the *French language arts* program and the *Language Learning* component of the *Program of Studies: Elementary Schools* place an emphasis on students using language to learn. This perspective is emphasized in the following statements:

- Language is an integral part of learning, both in and out of school. As students use language to recall, describe and interpret their learning experiences, they develop additional language skills and discover new uses for skills they already have. In the process, they discover how language works in their learning, and they assimilate the social and cultural nuances of language. These complex relationships are at the core of students' language learning.

  (*Program of Studies: Elementary Schools*, Alberta Education, 1991)

- The concept of second - language proficiency provided the main framework for designing this new French language arts program. It became a necessity to design a program of studies and curriculum guides that focus on developing a level of language proficiency that enables children to use the second language to its potential as a learning tool in all cognitive and academic functions.

  (Fallon, Gerald. «An Introduction to the New French Language Arts Program for French Immersion Elementary Schools in Alberta». *Échange*. Automne 1987.)

Additional principles that are common to learning in both languages:

- Learning and language growth are interwoven. Language develops as children use it to learn.
- The search for meaning is central to all language learning.
- All language learning is built upon what learners know about and can do with language.
- Language is learned from demonstrations of language in use.
- Language is learned in supportive learning environments.

- Language learning is enhanced through interaction.

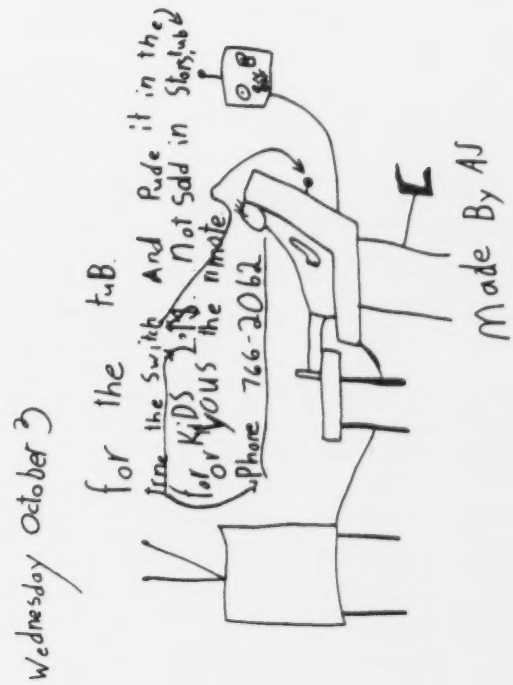
- In and of itself, language can be a source of satisfaction and delight.

Finally, children's growth as language users is directly influenced by the expertise of the teacher and the kinds of pedagogical decisions that are made in response to the needs of students.

Samples of Students' Written Work

The following writing samples were written by three grade 3 students in a French immersion classroom during their first year of instruction in English.

The first set of samples were written on October 3, 1990. The children had been enjoying a poem about bath toys and following a discussion of individual favorite bath toys, they had discussed the possibility of inventing new items for bath entertainment. They were interested in designing advertisements to promote the items. This open-ended writing experience is ideal in that it allows the children to communicate visually and to write as much or as little as they feel comfortable in doing. This teacher recognizes that the learners are at different stages in developing writing competency in English and so wants to encourage activities that allow individuals to participate in communicating their ideas. The teacher is able to examine the work of various students and make observations about some of the language understandings that students have.


Wednesday October 3
for the tuB
trne the Switch And Pude it in the
for KiDS Not Sdd in Stors
or yous the rimote
Phone 766-2062
Made By AJ

A.J. designed a fairly elaborate toy that was accompanied by fairly elaborate instructions. He tells us that the toy is "for the tuB". The user is instructed to "trne the switch and Pude it in the tub or yous the rimote." He also tells that the toy is "for KiDs" and "not Sold in Stors". "Phone 766-2062" and an arrow directs the buyer to the price "2,95$".

We can see that this student has correctly transferred what he knows about consonant sounds from French to English and that he has learned much about vowel sounds in English. He has incorrectly transferred the vowel sound represented by the letter/i/from French to English, (rimote) and has yet to learn the digraph /ur/ (trne). These can quickly be taught to him in discussion of this project. He will also need to be shown the reversed placement of "$" in English script. He has shown quite clearly that he is able to communicate his thoughts in writing.

Scott has greatly relied on visual information in creating his project. We see that he is able to communicate what his toy looks like, where we can get it ("Zellers"), how much it costs ("$25.60), and the fact that "1 out of 10 liked it". He self-corrects himself in removing the"s" from "out". He also knows the placement of "$" in English script. The teacher would want to encourage him to develop increased confidence to express himself in writing.

Alison appears to be a confident English user. She has good control of English vocabulary: "this amazing thing, is a bath toy. Ther is a switch control beside the arm rest" (labelled "Switch control"). She also labels the "foot rest" and the "Chair". She informs us that the toy is "not in stors" and to "Call 532-0198" for the chair which is "Made in Canada by Alison O'Toole". She provides a great deal of written information to accompany the visual. The teacher will want to help her acquire some language conventions such as capital letters at sentence beginnings and how to use the comma. It's nice to see her experimenting and this should be encouraged.

Ten weeks later, in December, these same students were working on a project (connected with the teacher reading The Best Christmas Pageant Ever) that required them to plan and write a Christmas pageant. We see a great deal of development in both the volume and expertise of these grade 3 students' writing.

A Christmas Pageant
planned by AJ

characters

1. baby
2. Star
3. 3 Kings
4. Mary
5. Joseph

Once upon a time three Kings were haveing fun. When Suddenly a big Star went over them IT was flyng quickly. The Kings ran after it. The Smolest Smacht into tow pepol. Oops I'm Sorry. "That's ok" Said mary. The Star Stopped rite over top of Mary and joseph. The three Kings jumped up and

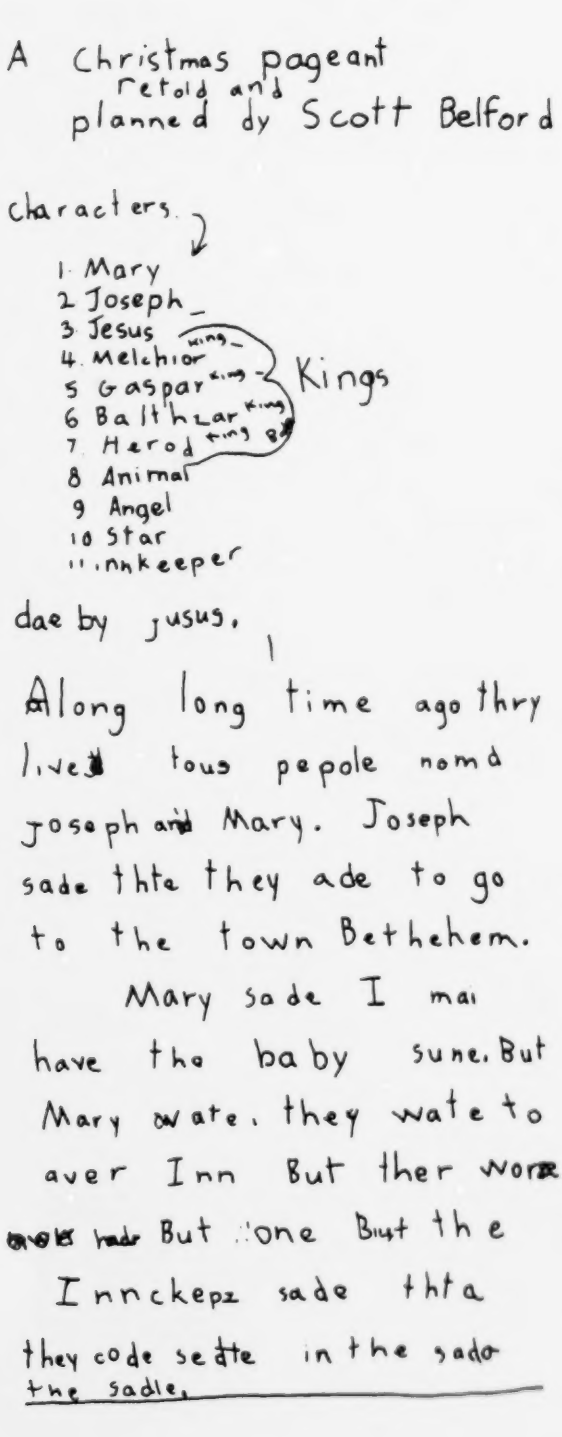
Said mary. The Star Stopped rite over top of Mary and joseph. The three Kings jumped up and

A.J. has written a narrative. He has established the main characters, setting, problem and resolution. He has spelled many words capably and produces sensible, recognizable spellings of words that he doesn't yet know ("no" for "know", "new" for "knew", "y" for "why", "rite" for "right", "allrite" for"alright"). He is learning to use contractions ("let's", "that's","were" for "we're"). He is experimenting with the use of dialogue and sometimes punctuates it correctly. He is aware, too, of other forms of punctuation and frequently uses them correctly. He also attempts to link ideas by connectives of time ("Once upon a time three Kings were haveing fun. When Suddenly a big Star went over them."). His written work shows the inappropriate use of capital letters that the first sample showed. This can be discussed with him. It is likely evident in his French written work.

down. Hurrah your
having a King
for a baby.
Radical awesome
a King for a baby
joseph said.

That's allrite weth
me said m. We are going
to be rich rich rich
rich. Not all Kings
are rich. The Kings
asked were are you
going? were going to
pay our taxes. the
Kings new joseph. now they
no he payed the taxes
to them that's y
they are rich. I'm
having. a baby tonigh

I just no it
let's go to a
aport-mit. we
can find a Stable
y a Stable. that's
were I was born.
that same night the
baby was born.



A Christmas pageant
retold and
planned dy Scott Belford

characters.

1. Mary
2 Joseph
3 Jesus
4. Melchior
5 Gaspar
6 Balthazar
7 Herod
8 Animal
9 Angel
10 Star
11. innkeeper

Kings

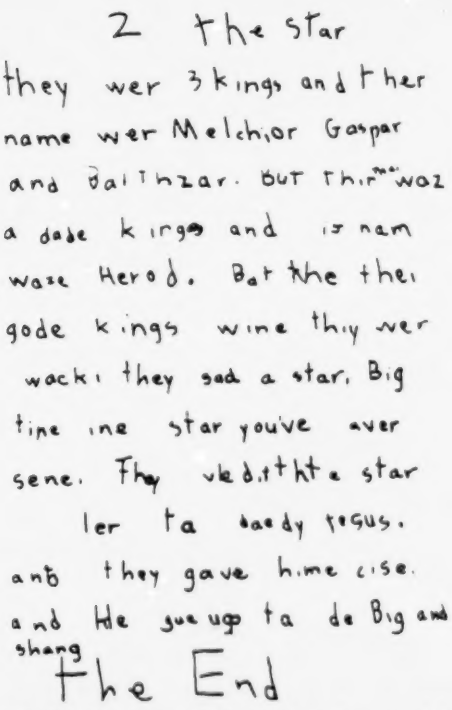
dae by jusus.

Along long time ago thry lives tous pepole nomd joseph and Mary. Joseph sade thte they ade to go to the town Bethehem.

Mary sade I mai have tho baby sune. But Mary wate. they wate to aver Inn But ther wore But one Biust the Innckepz sade thta they code sette in the sado the sadle.

Scott is developing confidence in expressing himself in writing. His pageant plan is organized into two parts: "daeby Jusus" (baby Jesus) and "the star". Both sections are well developed and he uses approximate spellings to keep things flowing. We see that he reflects on his writing through correcting and changing as he goes along. He removed two characters from his plan after he began writing and his work shows erasures, insertions and changing letters. He experiments with sentence structures: "Along long time ago thry lived tous pepole nomd Joseph and Mary". (A long, long time ago there lived two people named Joseph and Mary.)

We can see that Scott is still sorting out a lot of things in the transfer of writing in French to writing in English. He is sorting out how to deal with dates "Decembre the 10, Monday 1990". He self-corrected in removing Monday from just after "Decembre". He doesn't have the correct order yet but knows that there is a difference. He has correctly capitalized December and Monday but has carried "the 10" from his French writing. He has called on background French knowledge to write "tous" for two and "mai" for may. He has used initial consonants accurately except for the d/b reversal) but is still sorting out vowel sounds and letter order in words. ("wate" for went, "thin" for then, "thte" for that, etc.) He has not yet learned how to



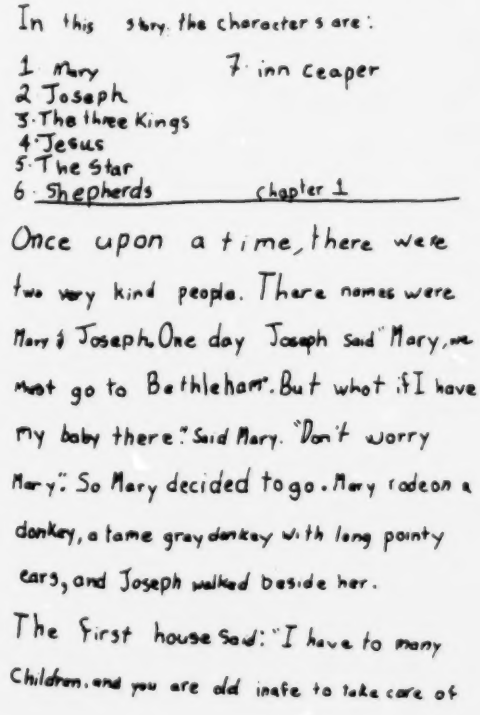
2 The star

they wer 3 kings and ther name wer Melchior Gaspar and Balthzar. but thir" woz a dode kings and is nam waze Herod. But the thei gode kings wine thiy wer wacki they sad a star. Big tine ine star you've aver sene. Fhey vkd.it tht e star ler ta daedy yesus. anb they gave hime cise. and He gue up ta de Big and shang

The End

It is likely that Alison has been able to write in English for some time. She has easily transferred the ability to create and express ideas from French to English. It is also likely that she has been reading in English because she knows how English words look (pointy, donkey). Her work contains very few approximate spellings. This shows good mastery of English written vocabulary. She is willing to use approximate spellings to keep her ideas flowing when working on a first draft. (It is likely that she would be able to identify the incorrectly spelled words in this piece if asked.) Her approximate spellings are reasonable and show that she has much information about spelling possibilities ("inn ceaper" shows that she knows about the "ea" digraph.) She has correctly transferred what she has learned about punctuation.

capitalize a title. Scott definitely has ideas to express and the skill and ability to organize those ideas. He is aware of the different conventions required in writing in two languages and is working at acquiring those conventions.



In this story the characters are:

1 Mary
2 Joseph
3. The three Kings
4. Jesus
5. The star
6. Shepherds
7. inn ceaper

chapter 1

Once upon a time, there were two very kind people. There names were Mary & Joseph. One day Joseph said "Mary, we must go to Bethleham". But what if I have my baby there." Said Mary. "Don't worry Mary". So Mary decided to go. Mary rodeon a donkey, a tame gray donkey with long pointy ears, and Joseph walked beside her.

The first house said: "I have to many Children, and you are old inafe to take care of

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She knows when to use a period and is experimenting with the use of commas and quotation marks. She would benefit from instruction at this point because she obviously wants to use correct punctuation. She needs to know how to punctuate and paragraph dialogue in English and how to correctly use commas and question marks. She has made good use of capital letters in her work. Her sentences are grammatically correct and she is playing with using interesting sentence structure ("Mary rode on a donkey, a tame gray donkey with long pointy ears, and Joseph walked beside her.")

your salt, So Scram, beat it, get out of Near.
So they walked and walked in tell they come to an inn. Joseph said: "can we please stay hear for the night." "I don't have any more room". The inn ceaper thought and thought and then he said: "Well, I have a Stable and it is nice and warm". Mary & Joseph said that would be fine. So they went to the Stable, it was very warm. The cattle were loweing, when the baby was born. the baby was a boy. His name was Jesus. Mary & Joseph were very happy. chapter 2
Down in the country, where Mary & Joseph use to live. A Star, was in the sky, the Sheperds & the three kings followed the star to Bethleham. When they got to Bethleham, the Star Shone down and wrote a message in the sky. And it said go to the first inn, go in the sable, and you will see something there. So the Sheperds and the three Kings went to the first inn, they went in the Stable and what did they see, a baby, baby Jesus. They were Suprised, to see a baby. The three Kings said "who in the world is That in the morger?" "That's Jesus my baby.

Like all students making the transition from writing in French to writing in English, these writers show continual progress and growth. They are willing to take risks and try things when they work. As they receive ongoing and consistent encouragement to take these risks, these children will continue to use and extend the knowledge and skills they already have.

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Planning for Instruction

Using Time Effectively

It is recommended that large blocks of time (under normal circumstances, at least one hour/day) be scheduled for language learning instruction. These relatively large blocks of time allow for the greatest flexibility in planning for a balanced approach to language learning. This means that students have as much opportunity to learn through talk as through reading and writing.

One of the greatest concerns of language learning teachers is that they apparently have three "levels" to cover in what appears to be very little time. Often the response to this honest feeling of pressure is to limit the language learning instruction to activities which focus on reading and writing and, particularly "phonics" and spelling skills. All too often, homework is perceived as being the only way that students can complete the "content" demands typically associated with traditional grade-level conceptions of language programs.

This pressure on both students and teacher can be greatly relieved if the teacher understands the background knowledge that the students bring with them. First of all, the teacher should be aware that French immersion students have significant amounts of weekly French language instruction, and that much of this instruction builds language skills and strategies that readily transfer from French to English. The task of teaching and learning is made much easier when instruction is built upon these already acquired skills. **The primary implication for transition teachers is that it is not necessary to reteach "readiness skills" or begin teaching at a lower level.**

The teacher's planning should be focused on the continuum of language learning expectations presented in the *Language Learning* course outline. Teachers can use this continuum to identify what each student already knows and to plan for learning experiences that will help students move from their current levels of language performance to the next. In general, the expectations outlined in level 3-4 will provide teachers with a useful reference point for thinking about the "expected" level of language performance for these students.

The most effective use of instructional time occurs when language learning in both languages is complementary and mutually reinforcing. If two teachers are involved, there is a pressing need for them

to develop a set of common understandings or shared objectives, regarding both content (the understandings that are to be developed) and language skills and attitudes that are appropriate for this group of students.

Resources

Part D of the *Language Learning* course outline identifies a wide range of resources. Many of the teaching strategies outlined in the teacher resources can be used effectively for transition students.

In most cases, if the students are in their third year of school, all basic language learning resources identified as suitable for level 3-4 can be used as a starting point. This unique group of learners can enjoy, relate to, and comprehend these materials - given a teacher who understands how to use a **wide variety of pre-reading and pre-writing strategies** that will allow the students to experience success.

Teachers using these resources must be selective. In general, the resources are written to provide comprehensive language learning experiences for students who are at level 3-4. They can provide only part of the language experiences that students need. (The same is true for the French language learning resources). Care must be taken to consider exactly which objectives are appropriate to students' language learning needs.

Most basic student learning resources are organized into clusters of several optional topics (such as animals, winter, food) that the teacher can use to develop themes for students to explore over the course of the school year. The selections in the clusters are sometimes grouped according to genre (humour, mystery, folktales, etc.). Because the clusters tend not to be developed sequentially or developmentally, the teacher can select topics and themes that are best suited to the students' language learning needs. Students should not be expected to work through the complete content of a text or program in order to develop their language learning skills. As they recognize the need for students to encounter and engage with a variety of genres, teachers will need to ensure that students have opportunities to experience a wide variety of texts both written and oral. Care should be taken not to deal with too many topics during the course of one school year.

Above all, the instructional materials chosen should reflect the background, interests and language abilities of students. The school library can be invaluable in providing a wide range of materials to accommodate the great variety in students' interests and capabilities. The range of materials should include: books, magazines, films, filmstrips, audio cassettes, video cassettes and pictures.

Teaching Strategies

Language teachers need to accommodate all students. Knowing each student's status as a language learner, the teacher designs activities that allow individual students to continue growing from where they are. Grouping students is important for interaction. These groupings will be as varied as the make-up of a class, and they are best developed in response to the specific needs of the situation or the students. Groupings provide opportunities for students to use language to negotiate meaning, the central principle of the *Language Learning* curriculum for elementary schools.

For this group of students, the emphasis should always be on the oral aspects of language learning. Their confidence in listening and speaking should form the basis for any growth in reading and writing.

When designing instruction for French immersion students, teachers need to keep in mind two critical considerations:

- what each student can do (his/her current "level of language performance") and,
- what each student needs to learn next.

The *Language Learning* course outline helps teachers respond effectively to both considerations. Teachers can establish the approximate level of their students' language performance through observation, focused anecdotal notes, checklists, inventories, interviews, and analysis of students' work samples. The *Language Learning* curriculum provides teachers with some useful categories for these "diagnostic" observations.

Some general questions that teachers may ask are:

- How well do my students use exploratory language? How well do they question, predict, hypothesize, estimate ... ?

* How well do my students construct meaning? How well do they analyze, synthesize, evaluate, monitor ... ?

* How well do my students communicate? What kinds of structures do they use? How effectively do they link their ideas ... ?

Once these performance "profiles" have been established, the teacher can use the language learning continuum to plan instruction that builds upon what students can do - their strengths - rather than trying to remediate their weaknesses.

The following general instructional strategies are fundamental to developing the competence and confidence of students in the transition year.

Reading to the students

The teacher plays a crucial role in developing the student's appreciation and enjoyment of literature, and in developing the student's ability to construct meaning from what is read. Reading aloud to children provides an opportunity to model the thinking processes that are used by good readers as they read. In addition, teachers demonstrate how written language flows and connects. Students can take these experiences and use them strategically in their own reading and writing.

Because students need to experience the many forms of written language, it is crucial that teachers read to students daily - for pleasure, information, and ideas and from a variety of genres, both fiction and non-fiction. For example:

short stories	autobiography	articles
adventure	diaries	fairy tales
humour	directions	folk tales
animal stories	description	fables
sports	plays	legends
true stories	novels	chants
nature	lyric poetry	songs
mystery	story poems	cartoons
detective stories	limericks	puns
fantasy	haiku	letters
science fiction	tongue twisters	recipes
biography	informational pieces	riddles

When students listen to teachers reading, they have an opportunity to develop essential literacy skills. Some specific expectations of student language learning, toward which teachers can direct their instruction, include students' abilities to:

- identify favourite authors, themes, topics, or genres
- hear literature, which because of its content, style or form challenges them to grow as readers
- ask questions when they hear something they don't understand
- distinguish between non-fiction and fiction by identifying the characteristics of stories, poetry, plays, reports or articles
- recognize the key features of a well formed story (setting, problem, character response and resolution)
- recognize how news reports are different from stories
- develop a knowledge of and experience with the structures and patterns in oral and written language
- recognize the impact of the key elements: tone, intonation, rhythm, volume, pronunciation, articulation
- share personal responses and interpretations of what they hear
- enjoy and appreciate the sounds, rhythms and subtleties of language in use
- hear and recognize word meanings, discuss the meaning of unfamiliar words, and understand the role of context in word meaning
- recognize and discuss the use of figurative language
- form visual images in response to a listening experience
- recognize and discuss the use of common idioms
- discuss how English words and expressions have been borrowed from other cultures or languages
- categorize ideas as fact, fiction, or opinion
- recognize stereotypical characters
- recognize techniques used by writers to create, such as humour, word play, puns
- recognize explicit relationships between events in a story (time, or cause and effect)
- differentiate between main and supporting characters
- discuss why fictional characters behave the way they do
- retell the key details
- classify or organize the information and ideas presented
- summarize the ideas and information presented
- relate what they know to new information and ideas in order to draw conclusions

- recognize when something does not make sense and develop strategies to overcome this
- relate what they hear to personal experiences
- express opinions on what they have heard
- express personal or differing viewpoints in a discussion
- understand how body language or facial expression can extend, enhance or reinforce the communication of ideas.

Providing opportunities for students to learn through listening

Students have been learning to be effective listeners since early infancy. These abilities have also been further enhanced in their French language learning experiences. **Use this strength** and provide opportunities for students to develop language skills and strategies as they listen in, story telling, poetry, and book sharing activities. During these sessions, allow students to collaboratively respond to what they hear. Teacher resource manuals provide numerous activities and procedures to help students develop language skills through listening.

Teachers can direct their listening instruction toward students' abilities to:

- talk about what they have listened to
- talk about favourite authors, themes, topics or genres
- listen to literature that challenges them to grow
- set purposes for listening
- distinguish between non-fiction and fiction
- recognize the key features of a story
- identify the differences between news reports and stories
- use meaning cues as a strategy for predicting
- use syntactic cues to predict and identify words
- expand knowledge of word meanings
- recognize that word meaning can depend on the context
- hear literary devices used (onomatopoeia and alliteration)
- form visual images in response to their listening
- recognize common idioms
- encounter English words and expressions borrowed from other cultures
- recognize humour techniques (puns, word play)
- retell key details and main ideas from a listening experience
- summarize ideas and information related to a listening experience
- relate what they know to new information and ideas

- recognize when what they have heard does not make sense
- respond to how well others present ideas or information
- relate personal experiences to ideas encountered in listening
- express opinions on what they have heard
- enjoy and appreciate the sounds, rhythms and subtleties of language
- respond to others in collaborative learning settings.

Providing opportunities for students to learn through talk

Students have been learning to be effective speakers of English and/or of their native language since infancy. These abilities have been further extended in their French language experiences. **Use this strength** and provide many opportunities for students to clarify their understandings and to provide feedback and information to others.

Activities and procedures such as book talks, asking questions, story telling and retelling, predicting, word play and word games, peer revising and problem solving all involve opportunities to learn through talk. The teacher resource manuals provide numerous activities and procedures designed to help students develop language skills through talk.

Some skills that students can attain through talk are the ability to:

- discuss what they have read or written
- tell why they like favourite authors, themes, topics or genres
- predict events or possible outcomes in stories
- ask questions when they don't understand something they have heard or read
- develop plans or questions designed to organize their investigation of new information or ideas
- identify the characteristics of stories, poetry, plays, reports or articles
- identify the key features of a well formed story (setting, problem, character response and resolution)
- share personal responses and interpretations of what they hear or read
- give feedback to others about an initial writing draft
- discuss feedback given by others about an initial writing draft
- express enjoyment and appreciation of the sounds, rhythms and subtleties of language in use
- discuss the meanings of words encountered in their reading and listening
- categorize ideas as fact, fiction or opinion

- discuss stereotypical characters
- discuss techniques used by writers and speakers to create humour, such as word play or puns
- discuss explicit relationships between events in a story (time or cause and effect)
- differentiate between main and supporting characters
- explain why fictional characters behave the way they do
- retell the key details or main ideas from a reading or listening experience
- classify or categorize information and ideas using strategies such as mind-mapping and webbing or clustering
- summarize ideas and information related to a particular topic
- relate what they know to new information and ideas in order to draw conclusions
- identify difficulties (problems) with content, sentence structure or vocabulary in their reading or listening and seek clarification
- respond to how well others present ideas or information (peers, authors)
- respond to the writing of their peers by pointing out what they like about the content and language used
- assess the plausibility of ideas and situations encountered in literature by comparing and contrasting them with personal experiences
- respond to the listening and reading of stories and poems by expressing opinions
- express personal or differing viewpoints in a discussion
- present the findings of personal research
- introduce and elaborate upon an idea
- link ideas in their speaking by using connectives of time (then, next, after...) or space (by, next to, around...) and by using cause and effect relationships (because, as a result of...)
- use non-verbal cues such as body language or facial expressions to extend, enhance or reinforce the communication of their ideas
- retell a series of connected experiences (as a narrative)
- retell an incident or experience from an alternative point of view
- develop a persuasive argument
- provide directions and explain rules and guidelines
- provide support for the expression of opinions on topics within their immediate experience
- question and respond to others in collaborative learning settings
- suggest alternative ideas relating to the topic or line of thought being developed in collaborative learning situations.

Providing opportunities for students to engage in "real" reading

Because the central focus of any reading is always the construction of meaning, teachers of transitional students need to devote considerable attention to activating their students' prior knowledge before they actually read. This process, called the pre-reading stage, helps students engage in a discussion of the ideas, topics or themes that they will encounter in their reading. Such activities build background knowledge and help them anticipate the content of the selection to be read. This "getting ready to read" may be focused by brainstorming, charting or webbing the ideas in a pre-reading discussion.

For example, before reading A.A. Milne's story about Eeyore's birthday, the students could discuss the whole idea of birthdays and the expectation of gift giving. Through time spent in this way, the student is skillfully focused on what will be the main action or ideas in the story. The teacher resource manuals provide numerous examples of productive pre-reading activities and procedures.

For transitional students, useful post-reading strategies could include the teacher re-reading selections to students in innovative ways. Such teaching strategies build the students' ability to memory read, (repetitive re-reading) and at the same time foster enjoyment of the selections. This repetitive re-reading may include activities such as:

chiming
singing
shared reading
partner reading
group reading
readers' theatre.

Each time students hear and/or see a selection, they have a valuable opportunity to build familiarity with vocabulary and spelling. By using a variety of strategies such as these, the teacher can make learning to read in English occasions for fun and cooperative learning.

By reading a variety of stories and non-fiction for pleasure, information, and ideas, students can develop their abilities to:

- discuss what they have read
- identify favorite authors, themes, topics or genres

- predict events or possible outcomes using text or visual cues
- ask questions when they don't understand
- develop plans or pose questions designed to organize their investigation of new information or ideas
- distinguish between non-fiction and fiction by identifying the characteristics of stories, poetry, plays, reports or articles
- recognize the key features of a well formed story (setting, problem, character response and resolution)
- recognize how news reports are different from stories
- use a table of contents and headings to guide their reading
- use typographical features such as italics, bold face and indentation to assist them as readers
- use visual cues to assist them in making sense of their reading (pictures, illustrations, maps, charts, posters, graphs)
- use a knowledge of and experience with stories and other texts to predict and identify words and phrases
- use a knowledge of and experience with the structures and patterns in oral and written language to predict and identify words and phrases
- use a knowledge of and experience with relationships between sounds and symbols to predict and identify words and phrases
- use the semantic, syntactic and graphophonic cueing systems flexibly in order to make sense of their reading
- use punctuation cues in their reading
- use word analysis strategies to help them recognize and understand new words
- try a variety of strategic approximations to identify unfamiliar words in order to retain fluency and meaning
- share personal responses and interpretations
- recognize that words have multiple meanings depending upon the context in which they are used
- recognize and interpret figurative language (onomatopoeia, alliteration)
- form visual images in response to a reading experience
- identify the meanings of common idioms
- identify English words and expressions borrowed from other cultures or languages
- categorize ideas as fact, fiction or opinion
- recognize stereotypical characters
- identify techniques used by writers to create humour (word play, puns)
- recognize explicit relationships between events in a story (time or cause and effect)
- differentiate between main and supporting characters
- recognize why fictional characters behave the way they do

- retell the key details or main ideas
- classify or organize information and ideas using strategies such as mind-mapping and webbing or clustering
- summarize ideas and information related to a particular topic
- relate what they know to new information and ideas in order to draw conclusions
- use their knowledge of semantics, syntactics or graphophonics to revise old predictions or make new ones
- identify difficulties with content, sentence structure or vocabulary and use strategies such as re-reading to overcome them
- assess the plausibility of ideas and situations found in literature by comparing and contrasting them with personal experiences
- respond to stories and poems by expressing opinions
- recognize common spellings of words and common spelling patterns.

Providing regular opportunities for students to write

For students in the transition year, speaking fluency usually far exceeds their fluency in writing. Quite often their ability to express their ideas in writing is constrained by what they perceive as an inability to spell English words. At this stage, they should be encouraged to use approximate spellings, for the same reasons that we accept this from young children beginning to write. The use of spelling approximations in their initial writing is a temporary phase. It is the critical precursor to their ability to make transfers across languages and to assimilate a new sound system. Given encouragement and appropriate instruction, most students make a rapid and relatively painless transition from temporary invented spelling to conventional spelling.

As the students begin working with the English sound-symbol system (phonics), it is essential that the connections be made in a meaningful context and not in isolation. Time spent on phonics worksheets or repetitive drill is far less profitable than time spent on real reading and writing. Often initial attempts at writing may be difficult to read, but with supportive writing instruction, the students will rapidly become effective spellers and communicators. The teacher must accept and validate all attempts and view the students' written products as a means of understanding the student and his or her growth and, subsequently identifying further learning needs. There is no surer way of knowing how students can be helped than by watching the student at work.

Because writing involves the composition of ideas, teachers need to provide opportunities for students to think and talk about what they are going to write, in other words, to engage in **pre-writing** activities. As with pre-reading, students need time to talk about the writing task and to build a context for it through activities such as:

- large group discussion
- small group discussion
- individual brainstorming
- creating word banks
- developing webs
- teachers modelling the activity for students.

Make the charts, word banks and webs available for student to use later as they write.

A number of professional resources authorized to support the *Language Learning* program outline effective procedures for teaching writing.

By writing, students develop their ability to:

- discuss what they have written
- write on topics of personal interest
- use approximate or temporary spellings to keep things flowing in their preliminary (first) drafts
- concentrate on the creation and expression of ideas in their initial writing drafts
- adapt, change or rearrange ideas in response to feedback received
- use figurative language (onomatopoeia, alliteration)
- use titles to foreshadow what is to come in their writing
- summarize ideas and information related to a particular topic
- focus their writing on the important ideas related to a topic
- revise their initial writing drafts by adding to or expanding on new ideas of information
- reflect on how effectively they presented their written ideas
- reflect on their writing in terms of language choices while providing support for why they made those choices
- use a variety of means to record, share and reflect upon personal learning growth (diaries, journals, learning logs, etc.)

- experiment with words and sentence structures in their writing
- celebrate the development of their ideas by publishing their writing for familiar audiences
- present the findings of personal research using formats and techniques which reflect their purpose and the needs of their audience
- introduce and elaborate upon an idea
- link ideas by connectives of time (then, next, after...) or space (by, next to, around...) and by using cause and effect relationships (as a result of, because...)
- use complete sentences marked by capitals, periods, question marks or exclamation marks to organize ideas
- use commas in dates and addresses and periods in abbreviations
- vary sentence beginnings for effect
- produce grammatically correct sentences by making sure that subjects and verbs agree (in number and person)
- refine and polish word choices when revising or editing by using strong verbs and nouns
- use speech and dialogue in their writing, and use paragraphs and quotation marks to indicate new speakers in written dialogue
- identify non-standard spellings when editing their written work, and spell high frequency vocabulary words correctly in their written responses and when editing their personal writing
- produce recognizable spellings of words commonly found in their reading and apply an increasing knowledge of common spelling patterns when attempting to spell words in their writing
- control size, shape and orientation when forming letters
- use conventional formats for letters
- include a table of contents and section headings in an informational report
- retell a series of connected experiences (as a narrative)
- retell an incident or experience from an alternative perspective or point of view (third person anecdote or narrative)
- provide explanations or sequential instructions of how to do things
- develop a persuasive argument
- provide directions and explain rules or guidelines
- provide support for the expression of opinions on topics within their immediate experience
- compose stories that contain elements of story structure (setting, problem/conflict, response(s) of the main character(s), resolution or conclusion
- respond to others in collaborative learning situations.

Conclusion

All language learning activities require a great deal of collaborative interaction between the teacher and the students and among the students. Learning is an active process. Consequently, successful language learning classrooms are busy places where the purposeful pursuit of meaning occurs in both large and small groups.

In these interactive language learning classrooms, students are constantly developing and refining their language competencies. The *Language Learning* course outline specifically defines the skills and attitudes that should form the focus of instruction. By focusing on what students **can do**, teachers can build a language learning curriculum that provides ample opportunity for a successful transition for all students.

Evaluation

Standardized testing early in the program should be avoided. These students are a unique population and therefore cannot be compared to students who are in a regular level 3-4 program. Also, students who are in an English instructional setting for the first time are anxious and lack confidence in their abilities. Testing at this time could increase their anxiety and undermine their self-confidence.

Involving students in real communicative activities will provide opportunities for assessment in an informal and comfortable environment. It is quite possible, and in fact desirable, to begin the English language learning instruction on the first day. Encouragement, support, and "on-the-spot" teaching that allows for immediate language learning and growth is an absolute necessity.

Assessment should be a continuous process and should involve both the student and the teacher. Its purpose is to determine the status of the students' language competence so that language instruction can be matched to the needs of the student. Several assessment techniques are appropriate for use with transitional students. These include:

- teacher observation
- interviews
- checklists

- anecdotal records
- samples of dated student work
- reading conferences
- writing conferences
- student self-evaluation.

The teacher resource manuals offer further information on recording, evaluating and reporting student progress.

Accommodating Student Differences

It is quite normal for students to feel anxious and unsure when they first receive formal instruction in English. Initially, they are often unaware of how much they already know about reading and writing that works in both languages (sometimes called *points of transfer*). In addition, they may not be aware of how much they already know about reading and writing in the English language. It is important for the teacher to ensure that normal adaptations to new language learning experiences are not perceived as learning disabilities. It is often the case that students having particular problems experience them in both language situations. Thus, after allowing for normal adaptation problems, children who can be identified with reasonable certainty as having ongoing learning difficulties should receive the extra support they need.

It would be helpful to consult with resource personnel where they are available. The *Diagnostic Reading Program* (Alberta Education, 1986) is a very useful tool for identifying reading strategies that the student may not have developed fully. The program provides excellent instructional strategies that the teacher can use to help transitional students become strategic readers. *Learning Disabilities: A Resource Manual for Teachers* (Alberta Education, 1986) is another helpful resource for teachers.

Teachers must recognize that French immersion students represent a heterogeneous group. As with any normal group of students, some will need ongoing support and assistance while others will need stimulation to accommodate their giftedness. Teachers will want to design instruction that responds to these needs. *Teaching Thinking: Enhancing Learning* (Alberta Education, 1990) and *Educating Gifted and Talented Students in Alberta* (Alberta Education, 1986) are useful resources for planning instruction.

Communicating With Parents

Most parents of children in French immersion programs are not French-speaking. The introduction of formal instruction in English in the transition year provides a new and welcome opportunity for parents to become involved in their child's education. It is important for parents to be informed so that they can develop realistic expectations.

It is valuable to call a parent meeting early in the school year to talk about the introduction of English instruction. Parents should receive this information:

- There are a wide range of communicative competencies evident in the classroom.
- Their children bring a wealth of transferable skills from the French language arts program to their English language learning program.
- Initially their children may be anxious and lack confidence about reading and writing in English.
- It is not unusual for some students to experience difficulties, but they usually decrease as the students adapt.
- Parents can play a valuable role in encouraging their children and supporting them as they learn.
- Children who have lots of English books in their homes and children are read to are demonstrably more successful in making the transition from French to English.
- By grade 6, French immersion students as a group perform as well or better than their English counterparts (Alberta Education Grade 6 Language Arts Achievement Test Results, June 1990).

Frequently students are excited and enthusiastic about their English language learning, and this sometimes shakes a parent's commitment to the French immersion program. It is useful at an early September meeting to demonstrate how this enthusiasm is in fact a statement of the success of the French immersion program because the children have learned to read and write.

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Communication with the home should continue regularly throughout the school year. Parents like to be informed about the positive things that occur as well as the areas in which they may help their children. Report cards are a more formal means of communicating with parents.

The school must make parents aware of the vital role they play in providing experiences that will encourage and increase their children's understanding of the world around them.

Helpful parent references published by Alberta Education: *French Language Arts: What Every Parent Should Know (1989)*, *Parents Ask About Language Learning (1991)*, and *English Language Learning for French Immersion Students in the Transition Year: Information for Parents (1992)*.

Appendices

Appendix A

Suggested Weekly Plan for Use With an Authorized Literature Selection

The following lesson plans provide examples of what can be done in lessons of one hour per day.

Learner expectations:

- Children will develop language skills and strategies as they listen to stories.
- The students will continue to use and extend their knowledge and skills while taking risks.

DAY ONE

Read aloud to students for about 15 minutes. You will probably want to read a novel that relates in some way to your current topic or theme. It may be a novel in the genre (e.g., humor, adventure, mystery) or a novel by an author who is represented in the theme.

Example: *Read from Pippi Longstocking by Astrid Lindgren. (Pippi is a little girl who lives alone and has many interesting adventures in her own little home, including some in the kitchen.)*

Focus on pre-reading activities, such as discussion, webbing, charting, etc. These activities build a context for what you are going to read with the children. Teachers' resource guides have several good suggestions for these types of activities, and they are too important to miss. The teacher resource manuals which accompany the *Language Learning* Component of the *Program of Studies: Elementary Schools* are a valuable source of pre-reading activities as well.

Example: *Oral discussion on the topic of lunches. "Give your lunch order to a maid who is filling your lunch kit." (small group activity)*

Read the selection. The teacher or a student can read the selection to a group of students as they follow and listen.

Example: *Read "The Sandwich" by Ian Wallace.*

Discuss vocabulary as it is encountered in the reading.

Example: *Talk with the students about words which may be unfamiliar. (e.g., "flat", "mortadella", "provolone")*
Together read and discuss the signs in Milgrom's Variety.

Discuss situations as they arise and attempt, with the students, to clarify or explain the situations. This discussion is vitally important because in this way we can model for students, showing them how we interact with what we read. It also builds familiarity with the text.

Example: *Draw the children into the selection by making statements such as "I think Vincenzo is enjoying making his lunch with his father." "I think he is excited about having his lunch at school." "I wonder why he ran out of the lunchroom."*

Although today's focus has largely been on reading, you will want to have the students respond in some way to the selection. Allow the students to be actively involved in an oral or written response, perhaps a discussion group, or writing in response journals or reading logs. If the response is to be written there should be a good deal of oral preparation for it. Teacher resource manuals have many good suggestions for allowing students to react in some way to what they have heard and read together.

DAY TWO

Read aloud to students for about 15 minutes.

Example: *Read from Pippi Longstocking by Astrid Lindgren.*

Present again the selection read to students the previous day. This may be done through rereading, through having them listen to another voice present the story or poem on a tape recording, or, if it was a short selection, having them chant or choral read a short selection together.

Example: *Play "The Sandwich" on a tape, recorded by another reading voice.*

Have students work with a partner to reread the selection together, perhaps alternating paragraphs or taking parts. If the selection lends itself to a small readers' theater, in which a group of students can take parts, this is an interesting option.

Have the students respond to the selection in a new way. This is a good opportunity for students to become involved in writing. It is important to focus first on building a context for their writing through the use of pre-writing strategies. Teacher resource manuals suggest a variety of response options. You will want to choose those that complement your goals for the day. Recognize that today your focus has largely been on reading, and the students will likely only be able to begin thinking about their writing projects.

Example: *Develop sandwich charts with the students. Have several large sheets of chart paper posted in the classroom. Brainstorm together on the topics of sandwich holders (white bread, French bread, bagels, pita bread, etc.), sandwich meats (provolone, ham, salami, tuna fish, etc.), sandwich vegetables (sprouts, tomatoes, lettuce, etc.). The students will have many suggestions for categories and ideas for the chart lists. You can be the scribe. Hang the charts in the classroom so they are visible.*

DAY THREE

Read aloud to students for about 15 minutes.

Example: *Read from Pippi Longstocking by Astrid Lindgren.*

Have the students read another the selection independently.

Example: *Students read "The Sandwich" by Ian Wallace.*

Continue with the response project begun on Day 2. Recognize that in addition to the need to focus on pre-writing activities, the writing period will be a busy time for the teacher. This is the ideal opportunity for circulating among the students, providing assistance as they need it and encouraging them to help one another.

Example: *Reread the sandwich charts with the students. Add to the charts as new ideas arise.*
Reread the section of "The Sandwich" in which Vincenzo and his father make the sandwich.
Writing activity: Have the students give written instructions for making a sandwich. Encourage them to use the charted information as well as any new ideas they might have. Encourage them to help one another and talk about their ideas.

DAY FOUR

Read aloud to students for about 15 minutes.

Example: *Read from Pippi Longstocking by Astrid Lindgren.*

Have the students share some of their written responses with other students.

Example: *Students will want to continue working on the project begun yesterday. Continue to encourage them to help one another and share their written ideas with others. Through collaboration they will revise and add to their projects.*

Have the students do some writing which responds in a new way to the week's selection. Provide the necessary pre-writing support. Circulate from student to student providing praise and support as well as assistance.

DAY FIVE

Read aloud to students for about 15 minutes.

Example: *Read from Pippi Longstocking by Astrid Lindgren.*

Have the students share some of their written responses with other students.

Example: *Students share their final written product with other students. The recipes could be collated into a class book, "The Sandwiches".*

This can be a day for finishing up work and for related independent reading.

Example: *Book selections for related independent reading include:*

- *Ahlbert, Janet and Allan. Each Peach Peer Plum.*
- *Barrett, Judi. Cloudy With a Chance of Meatballs.*
- *Beech, Caroline. Peas Again For Lunch.*
- *Bourgeois, Paulette, The Amazing Apple Book.*
- *de Paola, Tomie. The Popcorn Book.*
- *de Paola, Tomie. Stege None.*
- *de Paola, Tomie. Watch Out for the Chicken Feet in Your Soup.*
- *Dunbar, Joyce. A Cake for Berney.*
- *Gugler, Laura Dee. Mashed Potato Mountain.*
- *Hoban, Russell. Best Friends for Frances.*
- *Hoban, Russell. Bread and Jam for Frances.*
- *Hoban, Russell. The Great Fruit Gum Robbery.*
- *Hutchins, Pat. Don't Forget the Bacon.*
- *Kahi, Virgina. The Duchess Bakes a Cake.*
- *McCloskey, Robert. Blueberries for Sal.*
- *Ontario Science Centre. Foodworks.*
- *Titherington, Jeanne. Pumpkin Pumpkin.*
- *Wallace, Ian. The Sandwich.*
- *Wilkes, Angela. My First Cookbook.*

Note: The examples given and the list of materials represent only a few of the many potentially useful methods and resources.

Appendix B

Getting Started: How Two Teachers Do It

Beginning instruction in English in a French immersion classroom will depend on a teacher's teaching style. Here is how two teachers organize their classroom for English language instruction at the beginning of the transition year.

TEACHER #1: SAMPLE LESSON PLANS FOR A WEEK IN SEPTEMBER

Learner expectations:

- Students will demonstrate their language competence while involved in real communicative activities in an informal environment so that instruction can be matched to their needs.
- Students will be encouraged to take risks and continue to use and extend their knowledge and skills while taking risks.

Monday: Read aloud from *Maggie and Me* by Ted Stauton for 15 minutes.

Brainstorm with students about all the things that we say good-bye to when school resumes in the fall. Using visual cues, record all the children's ideas on the chalkboard, chart paper, or overhead transparency.

Introduce the idea of a "Close the Summer" book. At the top of each page the children will write "Good-bye". At the bottom of each page the children will write about something they must say good-bye to when school begins. Most children will rely heavily on the charted ideas and will be using visual cues to locate the ideas on the chart. Other children will wish to use new ideas that have just occurred to them.

Encourage them to listen to the words in their mind and listen to the sounds they hear represented and record the sounds with letters. It is important to circulate actively while the children work because this is an ideal opportunity to teach those who are ready and interested to begin making some of the graphophonic transferences from French to English. It is possible to make many observations about the different levels of student competence during the day's activities.

Tuesday: Read aloud from *Maggie and Me* for 15 minutes.

Talk with the children about the charted ideas from the previous day. Encourage them to consider some new ideas and add those to the chart. The children will be anxious to get to work on their booklet again today. Circulate and offer encouragement, assistance, and approval of their first attempts at reading and writing in English.

The children will want to illustrate their books today as they complete the written part of the task.

Wednesday:

Read aloud from *Maggie and Me* for 15 minutes.

Permit the children to share their "Close the Summer" booklets with one another.

Brainstorm about all the things that the children look forward to when school opens in September. Chart these ideas in the same way as on Monday. This is a very important phase because it encourages children to think and to watch as words are recorded.

Flip the "Close the Summer" over so that you now have a new book ready to begin on the reverse side. This book will be entitled "Open School".

At the top of each page the students will write "Hello". At the bottom of each page they will write about something they look forward to when school resumes in the fall. As they work in their booklets it is again vital that the teacher circulates for "on-the-spot" teaching and encouragement.

Thursday: Read aloud from *Maggie and Me* for 15 minutes.

Discuss the "Close the Summer" chart and make additions to it. The children can then continue writing and illustrating their booklets.

Friday: Read aloud from *Maggie and Me* for 15 minutes.

Today can be an opportunity for the children to do any finishing up work on their booklets. Encourage and allow them to share their booklets with one another, either in a large or small group setting. Encourage interaction during the sharing time so that the children feel a sense of accomplishment and of others valuing what they have done. This is also a good opportunity to let students read other booklets.

Present the poem, "Now" by Prince Red Cloud from the Impressions student anthology, Over the Mountain. Read it to the children several times and encourage them to join in. Use different plans for choral reading as suggested in teachers' resources.

TEACHER #2: SAMPLE LESSON PLANS FOR 12 DAYS

Learner expectations:

- Students will demonstrate their language competence while involved in real communicative activities in an informal environment so that instruction can be matched to their needs.
- Students will be encouraged to take risks and continue to use and extend their knowledge and skills while taking risks.

Our beginning topic of study in English is "spiders".

Spiders
- What do they look like?
- Where do they live?
- What are their habits?

Prior to the first class, make arrangements with the school's teacher/librarian to bring the class to the library to look for materials that deal in some way with spiders. Brainstorm with students to consider which kinds of resources are available. Plan to work together on the day of the library visit, helping the students select resources and put them on a cart that the teacher/librarian provides. They will be signed out of the library in the teacher's name.

DAY ONE

Introduce the novel, *Charlotte's Web* by E.B. White, and read aloud from it.

Introduce the topic of spiders through a discussion of Garth Williams' illustration on the front cover of *Charlotte's Web*.

Brainstorm with the students on the topic of spiders. Have large sheets of paper posted on the chalkboard and write down ideas as the students offer all the bits of information they can about spiders.

Review the information and categorize it.

DAY TWO

Read aloud to the students again from *Charlotte's Web*.

Review spider information from yesterday and finish the categorization.

Develop research questions from the categories. Expect such questions as:

- What do spiders look like?
- Where do spiders live?
- What are some spider habits?

Record each research question at the top of a large piece of chart paper.

Discuss the final presentation format, a spider poster display.

DAY THREE

Read aloud to the students again from *Charlotte's Web*.

Review the research questions that were developed yesterday.

Brainstorm which kinds of resources might help us find information to answer the research questions. The potential list might include non-fiction books, fiction books, magazines, filmstrips, films, pictures, videos, field study, interviewing experts, and television programs.

Develop a plan for collecting resources for use. Children will be encouraged to watch for spiders in their environment and to collect any information through observation that will be useful in answering research questions. (This will be an informal field study.)

DAY FOUR

Read aloud to the students again from *Charlotte's Web*.

Accompany the class to the school library where they will carry out their plan for collecting resources. They will need to inform the teacher/librarian of their questions for study and of the kinds of material they will be searching for. Perhaps different students will have the responsibility for posing these questions; perhaps a class memo will have been developed and sent to the teacher/librarian the day before.

The students will browse the library in the designated areas. Students will likely be in groups - going through the insect section of the picture file, searching for books dealing with spiders in the non-fiction section, looking through the primary fiction section for stories centered around spiders, working with an adult to use the computer catalogue system to search out filmstrips, films and videos that might deal with spiders, and going through back issues of "Ranger Rick", "Chickadee", and "Owl Magazine". As useful materials are identified, they are put on a cart.

DAY FIVE

Read aloud to the students again from *Charlotte's Web*.

Review the research question on each of the pieces of chart paper.

Research:

The students select a resource from the chart of resources and record the resource title and author on to a "List of Resources" chart prepared by the teacher. This is the first entry of several that each individual will have on his/her chart.

The students examine their resource. They may work in groups or individually to read, listen or view. The teacher is available to read to or with students and to talk with them about what they discover. This is a good opportunity to guide the children informally in their research and to assess individual competencies as they are involved in various situations.

Sharing:

Ask students to share the important information they have collected today. As they take their turn, they will first identify the title of the resource and its author and this information will be recorded on a large "List of Resources" chart. The teacher writes down the information and models the technique of writing only the "important" words or phrases.

DAYS SIX TO NINE

The plan for day 6 will be repeated for three further days. As information about spiders is revealed in *Charlotte's Web*, this too will be recorded under the appropriate research question.

DAY TEN

Read aloud to the students again from *Charlotte's Web*.

Compare the chart of spider information that was compiled on the first day with the charts that have now been developed in answering research questions. Important information has been collected, and it can be shared with other students in the school.

The students create spider posters to display in the school library for others to learn from. Plan how to create the posters that show the information gathered to answer the research questions.

The poster should show clearly what a spider looks like. It should show where the spider is living. It should show the spider engaged in one of its interesting habits. The posters could be very visual and/or they could contain a lot of written material. Each student will have a focus in presenting the information. Each student will attach his/her "List of Resources" chart to the poster.

DAY ELEVEN

Read aloud to the student again from *Charlotte's Web*.

Continue working on the posters. Students may want to use the charted information to get ideas and to help them with labelling or writing on their posters. Students who have finished may wish to share their products with other students in the class.

DAY TWELVE

Finish reading *Charlotte's Web* aloud to the students.

Display the spider posters in the school library, along with the resources used. Some students may be encouraged to investigate further.

Student Self-Evaluation: Have students complete this checklist as the teacher reads it aloud.

Student Self-Evaluation Checklist

1. I knew what I wanted to find out. _____
2. I found sources of information. _____
3. I discovered information I did not know before. _____
4. I told others about what I had learned. _____
5. I answered the research questions on my poster. _____
6. I put my poster on display in the library. _____
7. I learned to get information by reading, listening, and looking. _____

Appendix C

Chart of Possible Transfers and Interferences

This chart* provides useful information for the English teacher and should be used only in the context of helping students as they explore, construct and communicate in English.

CONCEPT	TRANSFER	AREA OF INTERFERENCE
Consonants	b, c, d, f, k, l, m, n, p, r, s, t, v, z	The names of the letters "g" and "j" are reversed in French. The letter "h" is always silent in French. The letters "w", "x", and "k" are rarely used in French. The letter "y" is not used as a consonant in French. "qu" in French has the sound of hard "c" in English. The sound "qu" as in quick does not exist in French. The letter "q" can be used alone in French but not in English. (cinq)
Consonant Digraphs	sh (although seldom used in French)	"th" is pronounced "t" in French. "ch" in French is pronounced like "sh" in English. The sound of "ch" as in chicken does not exist in French. "wh" does not exist in French. The sound represented by "ng" in English is written "gn" in French. This may cause reversals in writing (singer-signer).
Blends	most blends	"sw", "tw", "sm", "sn "do not exist in French.
Vowels		Sounds of all vowels long and short (a, e, i, o, u, y) Use of "r" after vowel in French does not change the sound of the vowel. The letter "e" at the end of a word in French is used for agreement with adjectives and to indicate gender of nouns (joli - jolie, ami - amie).

*Copied with permission from Le Bureau de l'éducation française du Manitoba, **English Curriculum Guide, Grades 1, 2, 3, 4, FL2**, 1985, Manitoba.

CONCEPT	TRANSFER	AREA OF INTERFERENCE
Vowels (cont'd)		In English a silent "e" at the end of a word changes the sound of a previous vowel. "re" in French is "er" in English (octobre - October).
Diphthongs		In French "ou" always has the sound of "ou" as in "group", never as in "out". In French "oy" and "oi" always have the sound "wa" as in "water". In French the sound of "a" does not change when followed by "l" (as "a" in the English word "all"). In French "au" has the long "o" sound.
Plurals	"s" indicates plural in some cases.	The "s" is not pronounced in French.
Gender	Masculine and feminine exist in both languages.	In English there is a neuter gender for objects. In French the adjective, article and noun must agree, which may change the spelling and pronunciation.
Possessives		The use of s' and 's is an English concept. In French possession is indicated by the use of "de" (le livre de Jean).
Contractions		There are few contractions in French. In words such as "qu'il" the apostrophe replaces a vowel when two succeeding vowels would create difficulty in pronunciation (qui il). In English, letters are dropped and replaced by an apostrophe for the sake of brevity.
Abbreviations	Concept	In English, an abbreviation always has a period, whereas in French the rule varies. In French a period follows an abbreviation only if the last letter is not included in the abbreviation. (Monsieur : M. - the final "r" of "Monsieur" is not part of the abbreviation; Madame : Mme - a period is not used because the final "e" of "Madame" is included in the abbreviation.)

Alberta Education Documents

Achievement Testing Program Provincial Report: June 1989. (Available from the Student Evaluation Branch).

Developmental Framework Documents

Students' Thinking: Cognitive Domain. 1987. (LRDC # 0XS00102 - $3.40)

Students' Interaction: The Social Sphere. 1988. (LRDC # 0XS00111 - $3.55)

Students' Physical Growth: Physical Dimension. 1988. (LRDC # 0XS00113 - $1.00)

Diagnostic Reading Program. 1986. (LRDC # 0XS00080 - $24.10)

Educating Gifted and Talented Students. 1986. (LRDC # 0XS00090 - $12.35)

The Emerging Student. 1991. (LRDC # 0XS00128 - $2.80)

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Professional Journals

The following professional journals are useful resources for teachers:

ACPI/CAIT

Applied Psycholinguistics

Canadian Journal of Education

Canadian Modern Language Review

CONTACT

Echange

Interchange

Language Arts

Language Learning

The Modern Language Journal

Review of Educational Research

The Reading Teacher